



## Priory School

### September 2020 Returning to School Protocol and Procedures

In line with the Department for Education's instruction, it is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term – Monday, 7<sup>th</sup> September 2020 (1<sup>st</sup>-4<sup>th</sup> September/Staff INSET and Training Days).

Our planning is underpinned by the Department for Education's advice on effective infection protection and control which states the following:-

"We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term.

Essential measures include:-

1. a requirement that people who are ill stay at home
2. robust hand and respiratory hygiene
3. enhanced cleaning arrangements
4. active engagement with NHS Test and Trace
5. formal consideration of how to reduce contacts and maximize distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible."

Many of the protocols and procedures that were implemented during the summer term will remain the same in the autumn term with the expectation that they will further embed so that children who did not attend in the summer term with themselves adopt the measures also.

All protocols and procedures are aligned to the Risk Assessment of Schools document (appendix 1) that has been produced using a LA-approved template following 'Guidance for full opening: schools'. (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidancefor-full-opening-schools#introduction>). It is a legal requirement to review and update the previous risk assessment.

"The following plan outlines relevant detail from the government's guidance with further detail about how Priory School will adopt measures and ensure compliance to the statutory elements within. The aim of this plan is to minimise the risks, whilst acknowledging that we can't negate them entirely."

*All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances... The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.*

Within the government guidance, the systems of control that schools should adopt are clearly listed. This document will outline those systems of control and how Priory School has made them appropriate to our specific context and circumstance.

#### “System of Controls

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

#### **Prevention:**

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, **do not attend school**
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

#### **Response to any infection:**

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.”

Numbers 7 to 9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

## Section 1: public health advice to minimise coronavirus (COVID-19) risks

Systems of Control	Action
<p><b>Prevention</b></p> <p><b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</b></p>	<p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 10 days, <b><u>they are not to attend school</u></b>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the autumn term.</p> <p>If an adult becomes unwell, they are to remove themselves from the setting as soon as possible.</p> <p>If a child in the setting becomes unwell, the existing guidelines will be followed i.e. the child will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the child utilised will be immediately cleaned and the children/adults will wash their hands thoroughly for 20 seconds.</p> <p>In terms of PPE, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a high risk of splashing to the eyes, for example from coughing, spitting or vomiting, then eye protection should also be worn. The member of staff supporting the symptomatic child does not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic child subsequently tests positive or they have been requested to do so by NHS Test and Trace.</p> <p>The designated isolation space is as follows:-</p> <p>The Hub (by the Inclusion Team office)</p> <p>The child should then be tested for coronavirus. If the test is negative the child can return to the setting assuming they are well enough. If the test is positive, all children and adults within that group should self-isolate for 14 days and not attend the setting. This is why it is so important to not mix with other children and adults outside of your group – it is a protective mechanism. This guidance also applies if an adult presents as unwell and is subsequently tested as positive.</p> <p>Whether or not the whole bubble will close is dependent on the conditions of the day, rather than waiting for a test result.</p>

	<p><b>Cases of COVID-19 should be reported to PHE Thames Valley Protection Team, Chilton, OX11 0RQ, telephone: 0344 225 3861 option 1 to 4 depending on area than option 1. Out of hours for health professionals only: 0844 967 0083.</b></p>
<p><b>Prevention</b>  <b>2. Clean hands thoroughly more often than usual</b></p>	<p>Adults and children are to wash their hands on the following occasions:</p> <ul style="list-style-type: none"> <li>- Entry to school</li> <li>- Before/after break times</li> <li>- Before lunch</li> <li>- When they change rooms</li> <li>- After PE lessons</li> <li>- Before leaving school</li> <li>- Anytime that they visit the toilet or cough/sneeze into their hands.</li> </ul> <p>Handwashing facilities are available in all classrooms and additional hand sanitizer pumps have been stationed at appropriate points in school i.e. outside the entrances to the dining hall, at the reception desk for visitors and staff upon arrival and the photocopying areas for increased hygiene.</p> <p>Where children are struggling to wash independently they may receive support assuming the adult supporting is also washing their hands.</p> <p>Hand hygiene protocols are to be re-visited at the start of the year during 'soft' opening when the children will receive reminders about the expectations of practices and protocols in school. They will be established as part of our culture and behavior expectations.</p>
<p><b>Prevention</b>  <b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b></p>	<p>Children will be reminded of the posters around school that encourage them to catch it, bin it and kill it. Children will be reminded that if tissues are regularly disposed of throughout the day, they should be thrown into the lidded binds in each classroom and hands must be cleaned afterwards.</p> <p>Where pupils struggle to maintain as good respiratory hygiene as their peers (spitting etc) they will need an individual risk assessment to ensure measures can be put in place to reduce the risks, This is not a reason to deny these pupils face-to-face education.</p>

**Prevention**

**4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach**

At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment in a basket. It will be stored appropriately within the classrooms.

Children should be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.

If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>). This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.

**Prevention**

**5. Minimise contact between individuals and maintain social distancing wherever possible.**

The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Priory School will do everything it can to maintain this whilst still delivering a broad and balanced curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.

**Grouping the Children**

There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.

The DfE guidance reads as follows:

“In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their systems of controls and increase the size of these groups.”

In order for school to offer a curriculum that is best-placed to support ‘catch-up’ our bubbles will need to be in year groups. The reasons for this are as follows:-

- All children will be able to be considered for catch-up interventions now that teaching support can work across year groups. There would not be enough adults to support individual class bubbles.
- Our curriculum structure is based on year groups and the sharing of resources and equipment to facilities this. There would not be enough resources to support a broad curriculum if we used individual class bubbles.

- We can deploy staff internally to cover PPA/management time within a year group bubble model. If we were in class bubbles, we would need to buy in a supply teacher (no guarantee of bubble integrity therefore a last result).
- Staggered entry/exit times and break/lunch times can be managed more effectively in year group bubbles.

Within the government guidelines, it recognizes that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. This has implications for NHS Test and Trace should there be the need to contact parents of children as a result of a positive case. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the curriculum.

#### **Measures within the classroom**

Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.

Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible.

Classrooms need to be adapted to support distancing where possible. In Nursery and Reception, where horseshoe tables are used, children will be encouraged to sit at tables in small groups. In Years 1 to 6, tables will be positioned so that children face the front of the class and sit side-by-side not facing one another nor side on. Classrooms will be prepared as such read for September.

#### **Measures elsewhere**

There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to year group assemblies. Children will be required to distance during these assemblies rather than lining in tight rows. Where possible, efforts will be made to have virtual assemblies through Teams. Children are not to sing during assembly.

Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place. Tables and chairs have been placed in order to ensure this and so they should not be moved. Whilst we understand that it is important for your own wellbeing that you see colleagues please do not contravene

social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.

### **Measures for arriving at and leaving school (inc break/lunch times)**

The start and end time of school will vary for each bubble:

Nursery Full Day	8.30 am*	3.30 pm*
Nursery AM	8.30 am*	11.30 pm*
Nursery PM	12.30 pm*	3.30 pm*
Reception	8.55 am*	3.15 pm*
Year 1 and Y2	8.45 am	3.05 pm
Year 3 and Y4	8.55 am	3.30 pm
Year 5 and Y6	8.30 am	3.05 pm
Resource	9.15 am*	2.45 pm*

\* Normal school timings following settling in period (advised separately)

Staggering entrance/collection will ensure that the adults and children on site can distance appropriately and it will reduce the risk of children coming into contact with children from other bubbles. This will be difficult for some families of multiple children.

Parents are to be encouraged to walk to school where possible and only one parent will be permitted on the school grounds. If children cycle or scooter to school, then they are to use the storage area to lock their bike/scooter securely near the Nursery class entrance. Children should not cycle their bikes or ride on their scooters on the school site.

Adults from the appropriate phase will be available at each entrance to support children and adults as they arrive at school. This way we will continue to reduce footfall of adults on site. Parents must not congregate at the 'drop-off' point, they must instead arrive on time and then depart.

Parents should enter and exit the school site as follows:-

Nursery – via Pedestrian gate from the Visitor Car Park

Reception – via the Visitor Car Park Pedestrian gate to the gates at the Reception playground

Year 1M– via Visitor Car Park Pedestrian gate to the gates at the Reception playground

Year 1W and 1G – via Visitor Car Park Pedestrian gates to the external door of the classroom

Year 2 – via Visitor Car Park Delivery gates round to the Toilet Doors by the Hall  
Year 3 – via the Visitor Car Park Delivery Gates to external classroom doors  
Year 4H and 4S – via the Staff Car Park pedestrian gates and round to the external doors  
Year 4M and 4RB – via Visitor Car Park Delivery gates round to entrance between Y3 block and Staff Room  
Year 5 – via the Visitor Car Park Delivery Gates and to drop off point between the staffroom and Y3 block  
Year 6 – via Staff Pedestrian gates to Year 6 gate  
Resource – via Visitor Car Park Delivery Gates to external classroom doors

Parents must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents should arrive on site for the earliest drop off and then walk to the next pick up point where their children will be met in the classroom. Parents will be asked to drop off and leave, rather than remain on school grounds.

Given that the external school gates will be open at 3.00 pm, no children will be allowed outside at that point and must have returned to their classrooms.

Again, parents must not arrive early or late. They must collect their children on time so that teachers can release children safely. The playground will be open to parents to briefly wait in before their children are released to them. Whilst parents are waiting, social distancing must be adhered to.

Teachers will not be available to speak to unless teachers initiate the contact. Teachers must commit their time to ensuring that all children safely leave their care. Parents can contact teachers by emailing [office@priorschool.com](mailto:office@priorschool.com) or by phoning 01628 600300 if they have queries about the day or to make a phone appointment.

The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email. All visitors, except those visiting to meet with pupils, will be required to wear a face mask when on site.

Any homemade non-disposable face coverings that staff or children are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. Disposable face-coverings must be placed in a lidded bin. The wearer must then clean their hands.



	<p><b>Other considerations</b></p> <p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Likewise, specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. However, they must be made aware of the school procedures and they must adhere to them.</p> <p>Where contractors can attend outside of school hours they should. If that is not possible, they should follow all procedures as determined by school.</p> <p>A record of all visitors must be kept to support NHS Test and Trace.</p> <p>In terms of classroom resources, for regularly used stationery, children will all have their own individual set that is not to be shared. Other classroom resources like books and games can be used within the bubble but should be cleaned following use.</p> <p>Shared resources, like art/science/library books should be meticulously cleaned between use or rotated to allow 72 hours between use to ensure they are safe.</p> <p>Games that encourage distancing and little touch need to be made available to children. However, outdoor equipment should not be used unless we are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Therefore, each group will need to gather resources kept in their classrooms so that they have dedicated outdoor equipment that is taken out and used exclusively by them. This is gathered back in at the end of their break/lunch time and cleaned.</p> <p>Pupils should not bring anything additional from home. However, children can now take books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the library.</p> <p>Teachers can now take books home (and return them freely) to assess or use to support planning etc. This is also true of library books.</p>
<p><b>Prevention</b>  <b>6. Where necessary wear appropriate personal protective equipment (PPE)</b></p>	<p>PPE should only be used for two reasons; where an individual is presenting with coronavirus symptoms and/or when a child is receiving intimate care (toileting/relevant first aid support)</p>

	<p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill children or adults is as follows:-</p> <ul style="list-style-type: none"> <li>- Face masks</li> <li>- Aprons</li> <li>- Gloves</li> <li>- Face Shields (limited quantities)</li> </ul> <p>Children need to know that some adults might be wearing PPE and that it is 'ok'.</p>
<p><b><i>Response to any infection</i></b>  <b>7. Engage with NHS Test and Trace</b></p>	<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>They will be required to book a test and provide details of anyone that they have been in close contact with. They will then be obliged to follow the 'stay at home' regulations.</p> <p>Anyone who displays symptoms of coronavirus can and should get a test following the flowchart response.</p> <p>If school thinks that the family of the symptomatic child/adult is unlikely to book a test appropriately, we will provide a home testing kit. We should receive these before the start of the autumn term and they will be stored in the Covid-19 Medical Room. Given the potential low numbers of kits, they will only be issued with the agreement of either HG or CO.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or negative result.</p> <p>If the test result is negative, the child can return to school assuming they would do so under normal circumstances.</p> <p>If the test result is positive, the child and family need to follow the 'stay at home' guidelines.  <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a>).</p>
<p><b><i>Response to any infection</i></b>  <b>8. Manage confirmed cases of coronavirus</b></p>	<p>School should contact the local health protection team:</p>

	<p>PHE Thames Valley Protection Team  Chilton  OX11 0RQ  Tel: 0344 225 3861</p> <p>School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.</p> <p>Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child’s test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 10 days from the onset of symptoms.</p> <p>Priory School will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation.</p>
<p><b><i>Response to any infection</i></b>  <b>9. Contain any outbreak by following local health protection team advice</b></p>	<p>Keep in contact with our health protection team.</p> <p>If school has 2 or more confirmed cases within a 14 day period, this could be considered an outbreak and greater measures would need to be put in place. The health protection team would advise throughout.</p> <p>This could result in a bubble lockdown, a school closure or/and a mobile testing station being established in school.</p> <p>Testing will focus on the affected classes, then their year groups and then the remainder of school if required.</p>

**Section 2: School Operations**

Aspect of school	Action
<p><b>Transport</b> There is a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>• By dedicated school transport, we mean services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only.</li> <li>• By public transport services, we mean routes which are also used by the general public.</li> </ul>	<p><b>Dedicated school transport</b> Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply for the autumn term on dedicated transport. Therefore, school trips using coaches can still occur as long as the children travel in their consistent bubbles.</p> <p>If children are travelling via coach to a trip, for example, they are expected to adhere to the systems of control still, i.e. good hand hygiene and distancing where possible.</p> <p>School will only use travel companies who can share a policy that outlines their commitment to thoroughly cleaning coaches between use.</p> <p><b>Wider public transport</b> Children should not attend trips or visits if they are required to use public transport to get there.</p>
<p><b>Attendance</b> Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development</p> <p>School attendance will therefore be mandatory</p>	<p><b>Attendance expectations</b> School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.</p> <p>School will re-establish attendance routines as before, i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.</p> <p>Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority’s code of conduct).</p> <p><b>Pupils who are shielding or self-isolating</b></p>

**again from the beginning of the autumn term.**

If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. Priory School will support those parents through dialogue with the school nurse team so that appropriate advice can be offered and leeway afforded.

Where children can't attend school as parents are following clinical and/or public health advice, absence will not be penalised.

**Pupils and families who are anxious about returning to school**

If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance – this could be via a Teams meeting.

Those pupils are to be identified by school and will receive support from the Inclusion Team in order to ensure they return to school as quickly as possible.

**School Workforce**

**Staff who are clinically vulnerable or extremely clinically vulnerable**

Priory School has planned to follow the full measures within the guidance, therefore all staff will return to the workplace as normal.

Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1<sup>st</sup> August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal also.

**Deploying support staff and accommodating visiting specialists**

As per government guidance, HLTAs or TAs may be deployed to lead groups or cover lessons under the direction and supervision of a qualified teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.

**Supply teachers and other temporary or peripatetic teachers**

	<p>Supply teachers will be used as a last resort to cover classes, however, if required they will need to maintain stringent distancing.</p> <p>Likewise, sports coaches and peripatetic teachers will be permitted to teach various groups of children assuming that they are able to follow stringent distancing too. These will need to be consistent people, not changing week-to-week.</p> <p><b>Staff taking leave</b></p> <p>The government has set a requirement that people returning from some countries will be required to quarantine for 14 days.</p> <p>Where staff are required to quarantine after returning from holidays, they need to understand that any period of absence is not authorised given that they are knowingly becoming absent from work. No home-working role is available to those adults therefore staff would be determined as being absent without leave.</p>
<b>Safeguarding</b>	<p>All existing pre-covid safeguarding measures will return as normal.</p>
<b>Catering</b>	<p>The expectation is that the school kitchen will be fully open in Autumn term and will return to a full menu.</p>
<b>Lunch and break times</b>	<p>Nursery, Resource and Reception will eat their lunch in their classrooms, Y1-Y6 will continued to use the school hall. Tables and chairs will need to be cleaned both before and after use.</p> <p>A rota will be drawn up to ensure that only members of staff within appropriate bubbles will supervise their bubbles at break times. Children will stay with their bubbles to avoid any cross-contamination.</p> <p>Timings of the lunchtimes will be staggered, as will break times:-</p> <p>Break times:  Year 1 am - 10.15 am - 10.30 am  Year 1 pm - 2.15 pm – 2.30 pm  Year 2 - 10.30 am – 10.45 am</p>

	<p>Year 3 - 11.00 am – 11.30 am  Year 4 - 11.00 am – 11.30 am  Year 5 - 10.45 am - 11.15 am  Year 6 - 10.45 am – 11.15 am</p> <p>Lunch times:  Nursery - 11.30 am – 12.30 pm  Reception - 11.30 am – 12.30 pm  Year 1 - 11.45 am – 12.45 pm  Year 2 - 12.00 pm – 1.00 pm  Year 3 - 12.15 pm – 1.00 pm  Year 4 - 12.30 pm – 1.15 pm  Year 5 - 12.45 pm – 1.30 pm  Year 6 - 1.00 pm – 1.45 pm</p> <p>Staff who are required to help supervise the children whilst they eat and wish to claim a staff duty meal will need to eat their meal with the children.</p>
<b>Estates</b>	<p>The Site team will conduct the normal pre-term building checks as per the existing schedule of work.</p> <p>Teachers need to ensure that classrooms have good ventilation (open windows and doors).</p>
<b>Educational Visits</b>	<p>In line with DfE instructions there will be no overnight school trips.</p> <p>School trips are permitted to resume however the risk of compromising the integrity of bubbles by mixing with other schools attending venues or using coaches that have also been used by other schools, does not seem conducive with guidance.</p>
<b>Wraparound Care</b>	<p>Wraparound care is permitted to continue. Children attending wraparound care will ideally need to be kept in separate year bubbles, however, that might not be possible due to space and limited staff numbers and children attending therefore children will need to remain in small consistent bubbles, observing very good hand hygiene.</p>

### Section 3: Curriculum, behavior and pastoral support

Aspect of School	Action
<p data-bbox="163 188 551 220"><b>Curriculum expectations</b></p> <p data-bbox="163 256 551 389"><b>The key principles that underpin government advice on curriculum planning are:</b></p> <p data-bbox="163 426 551 692"><b>Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</b></p> <p data-bbox="163 729 551 963"><b>The curriculum remains broad and ambitious; all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</b></p> <p data-bbox="163 1000 551 1299"><b>Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</b></p>	<p data-bbox="573 225 1917 288">At Priory School we will utilise the Jigsaw ‘recovery curriculum’ through PSHE addressing the 5 levels – Relationships, community, transparent curriculum, metacognition and space.</p> <p data-bbox="573 325 2029 389">We will apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to ‘catch up’.</p> <p data-bbox="573 426 2051 489">Maths curriculum: The school uses the White Rose curriculum and resources. White Rose have already taken this into account and have built in missed learning throughout the year.</p> <p data-bbox="573 526 2063 627">English curriculum: As part of our recovery curriculum we are planning a unit around a whole school text. The intention is to engage and hook children in with an exciting text and support their return to school with a community project.</p> <p data-bbox="573 632 1984 663">Ongoing assessment will identify gaps in learning and teachers will plan these across all areas of curriculum.</p> <p data-bbox="573 700 2040 833">During this period, children will be given time and space to re-settle back into school and re-establish the expectations of the routines and boundaries in school to ensure positive behaviour for learning. Time will also be given to remind children of the school’s core values which are team work, effective communication, positivity, professionalism, trust, creativity, flexibility and respect.</p> <p data-bbox="573 869 2040 1002">At Priory we will have a graduated response to holistically supporting every child. Wave 1 will focus on the universal messages including quality first teaching, White Rose adapted curriculum, the National Curriculum map and Jigsaw Recovery Curriculum. Wave 2 will focus on enhanced measures of procedures already in place and Wave 3 will outline targeted support and specialist intervention.</p> <p data-bbox="573 1038 2074 1102">We will return to the normal teaching of all subjects in the autumn term. Formative assessment will be used to a greater extent so that teachers can tailor the learning journeys.</p> <p data-bbox="573 1139 2074 1203">Remote education will become a focus in the sense that we will have a remote learning plan that will be shared with children and parents so that they are familiar with the set up should we go into another lockdown.</p> <p data-bbox="573 1240 2051 1340">The Relationship and Sex Education element of our new curriculum will be planned and consulted on with parents shortly after the summer holiday. There is now leeway to defer the implementation of that curriculum content until the summer term 2021.</p>



**Specific points for early years foundation stage (EYFS) to key stage 3**

For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

**Music**

Given that there could be an additional risk of infection in environments where children and adults are singing, chanting, playing wind and brass instruments or shouting, singing should not happen in groups of more than 15 and when it does take place, children need to be side-by-side and not facing one another. This has implications for our music curriculum and adjustments will need to be made.

**PE**

PE lessons are still to take place. Where possible, they are to take place as transmission of the disease is reduced in the outdoors.

The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session.

Contact sports are to be avoided.

External coaches can still be used to deliver PE sessions as long as they also follow the protective measures.

**Pastoral Support**

	<p>Priory School has a graduated response to supporting all children holistically. The Inclusion Team will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.</p> <p>Where issues arise, the Deputy Headteacher in charge of the Inclusion team is to be informed so that specific interventions can take place. All members of the Inclusion Team will need to ensure they distance appropriately during meetings (outside preferably) given that they will be required to work across bubbles.</p>
<b>Behaviour Expectations</b>	<p>The current approved Behaviour Policy and coronavirus amendment will still apply.</p> <p>During September, expectations of behaviour will be revisited and school's values will be widely discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.</p>

#### Section 4: Assessment and accountability

Aspect of School	Action
Primary Assessment	<p>All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables. The tests are as follows:</p> <ul style="list-style-type: none"> <li>• the phonics screening check</li> <li>• key stage 1 tests and teacher assessment</li> <li>• the year 4 multiplication tables check</li> <li>• key stage 2 tests and teacher assessment</li> <li>• statutory trialling</li> </ul> <p>Priory School will prepare for these tests in the same manner as has been done in previous years.</p>

#### Section 5: Contingency planning for outbreaks

Aspect of school	Action
A local outbreak	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close. Preparations will be made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>

Remote education support	<p>Priory School needs to be in the position to offer immediate remote education if there was a local outbreak and subsequent lockdown.</p> <p>Our immediate response will be the following: -</p> <ul style="list-style-type: none"><li>• Children are to take home their individual stationery packs and their current exercise books.</li><li>• Children will be able to take photos of their learning and email them to the class teacher so that teachers can monitor progress and offer supportive feedback if appropriate.</li></ul> <p>Chosen learning activities will follow our curriculum sequencing and will be of high quality. All teachers will use this consistently to support online learning.</p> <p>Children will receive home-learning packs (either online or paper-based) to complete. Efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household.</p> <p>The principles for delivery will be as follows:</p> <ul style="list-style-type: none"><li>• Children will receive learning opportunities for a range of subjects each week</li><li>• Learning will be sequenced as per our current curriculum model</li><li>• Teachers will provide written explanations and some video or verbal explanations to support the learning.</li><li>• Teachers will provide paper based tasks, online tasks, emailed tasks</li><li>• Children will have exercise books for emailed tasks.</li><li>• Positive feedback will be provided to those children who email photos of work or send attachments to teachers via email.</li></ul>
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